higher education & training

Department:
Higher Education and Training
**REPUBLIC OF SOUTH AFRICA**

# MARKING GUIDELINE

## NATIONAL CERTIFICATE

## NOVEMBER EXAMINATION

## EDUCATION N4

## 25 NOVEMBER 2013

**This marking guideline consists of 7 pages.**

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## SECTION A

### QUESTION 1

1.1 Audiologist

1.2 Speech therapist

1.3 Psychologist

1.4 Neurologist

1.5 Paediatrician

1.6 Psychiatrist

1.7 Occupational therapist

1.8 Social worker

1.9 Optometrist

1.10 Physiotherapist

(10 x 2) **[20]**

### QUESTION 2

2.1 True

2.2 False

2.3 True

2.4 True

2.5 True

2.6 True

2.7 False

2.8 False

2.9 False

2.10 False

(10 x 1) **[10]**

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## QUESTION 3

3.1 H

3.2 B

3.3 I

3.4 J

3.5 A

3.6 C

3.7 D

3.8 G

3.9 E

3.10 F

(10 x 2) **[20]**

**TOTAL SECTION: 50**

## QUESTION 4

4.1 4.1.1 Understand numbers (numerical patterns) and able to reason

4.1.2 Sensitive for language

4.1.3 Able to produce rhythm; appreciation of music

4.1.4 Visual spatial is perceived accurately

4.1.5 Can respond appropriately to the moods of other people

(5 x 2) (10)

4.2 4.2.1 Foreground- background

4.2.2 Closure

4.2.3 Position in space/spatial

4.2.4 Auditory memory

4.2.5 Sequence (visual)

(5 x 2) (10)

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4.3 4.3.1

- Brain absorbs more
- Organise material
- Revision can be done quickly
- Fun – learn better because it is enjoyable
- Picture memory
- Stays focused
- Additions can be made
- All information on one page
- Using both sides of the brain (Any 4 x 1) (4)

4.3.2

- Topic in middle
- Picture that represents theme
- Spikes clock wise
- Spikes from centre
- Words on lines
- Main points – capital letters. Other: small
- Pictures
- Colour (Any 5 x 2) (10)

4.3.3 Candidate's own response (5 x 2) (10)

4.4 4.4.1 **Sensory:**

- Includes 5 senses
- Stores info for a short
- Period of time
- Info fades rapidly unless
- Attention is given to it

4.4.2 **Short term:**

- Working memory
- Conscious memory/active
- Llimited amount of info can be stored

4.4.3 **Long term**

- Vast amount of info stored
- Store data for a long period of time
- Elaborative rehearsal used to store information

(Any 3 x 2) (6)
**[50]**

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## QUESTION 5

5.1 5.1.1
- Information from parents
- Information from teachers
- Information of reports
- Informal testing
- Formal testing (4 x 2) (8)

5.1.2
- Begins talking at an early age
- Not clumsy
- Curious
- Good self-Image
- Alert
- Plays with older children
- Learns easily (5)

5.1.3
- Must promote creativity
- Must be able to create his own world with toys
- Do not be restricted by indication of age on packaging
- Safety aspects important
- Quality
- Need not to be expensive (5)

5.1.4
A Intelligence quotient
B Mental age
C Chronological age (3 x 2) (6)

5.2 5.2.1
- Genetic problems
- Intake of toxic substances
- Illnesses such as syphilis and rubella (German measles)
- Post natal infections - meningitis/encephalitis
- Trauma during birth (5)

5.2.2
- Genetic factors can't be prevented
- Mothers not to take alcohol drugs medication
- Safe sex; immunisation against German measles
- Children to be immunised against meningitis
- Make use of the services of the best doctor/hospital you can afford (5 x 2) (10)

5.2.3
- Love and patience
- Pay attention to basic skills: eye contact; walking; talking; personal care
- Healthy diet
- Protect against danger
- Protect against social criticism (4 x 2) (8)

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5.2.4
- Needs constant care
- Struggles with cutlery
- Takes longer learning toilet routine
- Struggles to feed, clothe himself/herself
- Starts talking later (3)

**[50]**

**QUESTION 6**

6.1 6.1.1 Learns about sinking and floating

6.1.2 Communicating – learns new concepts

6.1.3 Working together, taking turns; sharing

6.1.4 Experiences success

6.1.5 Learn about rules . (5 x 2) (10)

6.2 6.2.1
- Hyperactivity is continuous movement
- Children overreact to stimuli
- Senseless movement (3)

6.2.2
- Restless
- Cannot sit still
- Attention easily distracted
- Cannot wait his turn
- Shouts out answers
- Finds it difficult to follow orders (5)

6.2.3
- Give opportunity to get rid of energy – action games and quiet games
- Let child sit where he can focus – in front of behind a screen
- Make sure that he is still focusing throughout the lesson
- Divide tasks into smaller parts
- Discuss medication with the parents
- Keep class room decoration simple (10)

6.2.4 Opposite of hyperactivity – child seems lazy, unable to move (2)

6.3 6.3.1 Environment
6.3.2 Within child
6.3.3 Environment
6.3.4 School
6.3.5 Within child

(5 x 2) (10)

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6.4 6.4.1 Poor environment creates no opportunity for the child to learn. No stimulation.

6.4.2 Problem lies within the child. He has personality traits that can be a risk: depression, anxiety.

6.4.3 Brain damage; too many brain cells, minimal brain dysfunction.

6.4.4 The child does not want to go to school, hates the teacher and the subject.

6.4.5 The child falls behind because he does not attend classes

(5 x 2) (10)
**[50]**

**TOTAL SECTION: 150**
**GRAND TOTAL: 200**

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